

DOCUMENT RESUME

ED 274 129

EC 190 603

TITLE Beyond "Yes or No": The Vulpe' Performance Analysis System. Revised.

INSTITUTION Hampton Univ., VA.

SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE Feb 85

GRANT G008530165

NOTE 20p.; Prepared by the Mainstreaming Outreach Project. Some tables contain small type.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Behavior Rating Scales; *Diagnostic Teaching; *Disabilities; Elementary Secondary Education; Recordkeeping; *Scoring; *Student Educational Objectives

IDENTIFIERS *Vulpe Performance Analysis System

ABSTRACT

The booklet describes the Vulpe' Performance Analysis System (VPAS), a measure of a child's progress in developmental activities which provides a link to instructional programming. In the assessment stage the child's performance is scored according to how much and what type of assistance is required to perform the task. The scale ranges from no interest or attention to the task through requiring some physical or verbal assistance to the ability to transfer the skill to new situations. Sample scoring sheets for both individuals and group recordkeeping are provided. In the translation phase the assessment information is analyzed to identify the method by which the child learns most effectively and the skills which the child is ready to master. This information is shared with the parents and incorporated into the individualized education program (IEP). The final step is utilization of the VPAS, with instruction geared toward the meeting of weekly objectives. The VPAS scoring system can be used with many disciplines and other assessment instruments. (DB)

* Reproductions supplied by EDRS are the best that can be made *

* from the original document. *

PLEASE NOTE: The system outlined in this paper is used by the Hampton University Mainstreaming Model, Hampton, Virginia. Along with theory, one specific skill is highlighted and representative sample forms used by the model are included to provide a concrete example of how the system is utilized from assessment through programming.

Hampton University Mainstreaming Outreach Services

Hampton, Virginia

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

BEYOND "YES OR NO":

The Vulpe' Performance Analysis System

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

*Evelyn
Reed-Victor*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Adapted and quoted from: Vulpe' Assessment Battery, S. G. Vulpe', NIMR
Publications, Downsview, Ontario (with permission of the author).

This booklet was produced and distributed by the Hampton University Mainstreaming Outreach Project pursuant to a grant, G008530165, funded under the Handicapped Children's Early Education Program, U.S. Department of Education.

The Vulpe' Performance Analysis System (V.P.A.S.) is one which measures a child's progress in developmental activities and on specific tasks and directly establishes a link to programming. It provides a more exact, comprehensive, uniform, and objective means of:

1. assessing a child's performance
2. exploring teaching techniques with which the child learns most readily
3. scoring the assessment results
4. applying these results to an individualized program
5. recording progress in developmental activities and on tasks

In other words, the V.P.A.S. enables personnel to ASSESS, TRANSLATE, and UTILIZE child performance information for successful programming.

ASSESS

The V.P.A.S. contrasts with others which measure whether a child can or cannot do a task. Yes/no dichotomies give meager descriptive information, insufficient for understanding current performance or making program planning decisions. The V.P.A.S. analyzes the tasks the child is asked to do and looks at factors which may influence how the child does the task. Modification(s) can encourage performance. Differences occur in the estimate of a child's potential when meaningful alterations are made in the conditions of performance.

The assessment process using the V.P.A.S. is very different from most other assessments. If the child cannot do an activity or a task as directed, the examiner systemically adjusts the environment, the activity, the media, or the presentation of the activity to encourage performance. The child's performance is rated on a one (1) through seven (7) scoring system according to the following criteria:

1. No--No apparent interest or evidence of motivation for participation in task, inappropriate state, unable to be alert or attend.

2. Attention-- Any definable indication of attention to any part of the activity, but no active participation due to insufficient attention or physical incapacity:
 - (a) intermittant---occasional fleeting attention to parts of activity or orientating response with no maintained attention.
 - (b) focused---sustained interest, appropriate span.
3. Physical Assistance--Child's active participation in activity when environment, presentation, or task is modified to any degree:
 - (a) physical support--physical contact is needed for the child to: gain and maintain normal muscle tone; achieve appropriate position to prepare for movement; maintain the position; perform movements in a normal pattern; support other body parts; move into and out of position.
 - (b) physical contact with child--touching child for purpose of improving response, e.g., for purpose of directing attention; passive movement to give child feeling of desired movement or response; guiding or stabilizing body parts.
 - (c) physical contact with media--touching media in order to attract the child's attention to media through gesture, sound or movement; demonstration of use of media to instigate cognitive strategy; holding or guiding equipment as child attempts the task to facilitate motor control.

- (d) modification of the environment--any manipulation of the environment which changes the child's ability to perform, e.g., structuring by removing extraneous stimuli, changing spatial characteristics, changing locale.
- (e) modification of media--any adaptation of media which changes ability to perform, e.g., increased volume of sound, increased size of visual materials, changing visual plane, decreased complexity or simplification of the stimuli, altered size or texture of the manipulative materials, adapted equipment.

4. Social Emotional Assistance--Child's active participation in the activity when social or emotional aspects of tasks are modified to any degree:

- (a) modification of the relationship--any change in the manner of relating to the child which changes ability to perform, e.g., increasing reassurance, minimizing frustration, being quiet, calm, and extremely organized in approach, or tolerating inappropriate behavior for a specific reason.
- (b) change of personnel--using parent, familiar or preferred person as examiner/teacher/therapist to increase child's comfort level, enlist participation etc.

5. Verbal Assistance--Child's response changes with increased verbal cues, repetition of instructions or alternation of language patterns.

- (a) verbal cues--using verbalizations such as child's name, "look," "watch," reminders to monitor or organize approach to or to complete task.
 - (b) modification of verbalization (syntax)--use of short frequent one or two word directions, simplification of language pattern.
 - (c) modification of verbalization (semantics)--repetition of original verbal instructions or question, cuing to whole language sequence or changing emphasis.
 - (d) verbal feedback positive--provision of one or two short words of praise at each appropriate step of the activity.
 - (e) verbal feedback negative--indicating incomplete or incorrect response which assists child to match a standard, attend to relevant dimensions, etc.
6. Independent in Familiar Situations--Succeeds or performs with no assistance within familiar surroundings or with familiar media.
7. Transfer--Ability to perform tasks demanding equal skill in different forms and contexts:
- (a) environment--able to complete task successfully regardless of the milieu.
 - (b) media--able to perform using unfamiliar media requiring same concepts or at the same developmental level.

Form #1 is a sample skill sheet page from the Vulpe' Assessment Battery. These sheets provide:

1. age levels used as guidelines for where a skill might be expected to develop and for sequencing activities from simple to complex
2. activities or skills to be assessed
3. administration procedures and criteria; suggested materials
4. scoring box and key
5. comment box

The scoring may be a color coded so that skill sheets can be used for re-assessment.

Form #2 is a sample of an age level composite of skills (2 1/2 - 3 1/2 yrs.). Use of this form eliminates the bulk of the skill sheets during assessment, though scores are ultimately transferred to the skill sheets. Group assessment is also possible using form #3.

BEST COPY AVAILABLE

PERFORMANCE ANALYSIS/DEVELOPMENTAL ASSESSMENT

Date: September 1983
 Name: B. J. Birthdate: 11-30-77
 Developmental Area: FINE MOTOR

SCALE SCORE

COMMENTS
 INFORMATION PROCESSING AND ACTIVITY ANALYSIS

No
 Attention
 Phys. Assis.
 Soc./Emot. Assis.
 Verbal Assis.
 Independent
 Transfer
 1 2 3 4 5 6 7

1. Analyze activities considering component parts of each and relationship to:
 Basic Series & Functions
 Organizational Behaviors
 Cognitive Processes & Specific Concepts
 Auditory Language
 Gross & Fine Motor

2. Information Processing Consider:
 Input
 Integration
 Feedback
 Assimilation
 Output

Age	Activity & References	Equipment & Directions	No Attention Phys. Assis. Soc./Emot. Assis. Verbal Assis. Independent Transfer 1 2 3 4 5 6 7	COMMENTS INFORMATION PROCESSING AND ACTIVITY ANALYSIS
2-2 1/2 yr.	123. Release and placing: Building tower. 1,8,46,73,74.	Eight one-inch blocks: Encourage the child to build a high tower. At least eight blocks will be used successfully.		
HANDS AND EYES	124. Bridge-building with blocks. 2,6,7,13,45,69,73. Sp-20	Six one-inch blocks: Place two blocks on table and place a third to form a bridge. Encourage the child to build a bridge with the remaining blocks.		
	125. Controlled release of many small objects. 3,8.	Small bottle, cereal (eg., Fruit Loops): Encourage the child to put the cereal into bottle. Several pellets will be released consecutively.		
	126. Cutting with scissors. 13.	Dull scissors, paper: Encourage the child to cut paper. The child may need your assistance in holding the paper, so that both hands can be used to hold the scissors.		needed adaptive loop scissors and verbal cues to "squeeze, squeeze..."
2 1/2-3 yr.	127. Controlled use of pencil. 22,52,53,90.	Pencil and paper: Observe the child using pencil independently. The child can direct pencil and make lines in desired manner.		
HANDS AND EYES	128. Tracing cross. 8,46.	Crayon, paper: Make a cross on paper and encourage the child to trace over it. The child follows the outline closely.		understood task; needed physical guiding of hand to stay on lines

Form 1

B.J.

Child's Name

11-30-77

5 - 10

Child's Birthdate & Age (yrs.)(mos.)

Mrs. S. Kindergarten 1983

Teacher - Age Group (Year)

Gross Motor

Walk on a line 10'

Walk on tip-toe 10'

Walk up & down stairs, no rail

Walk up stairs alternating feet

Walk down stairs alternating feet

Run with adult pattern

Jump over 2" height

Jump forward 14"-18"

Jump forward 24"-34"

Hop forward 2 times

Use swing & maintain balance

Climb over obstacles

Walk 4' on walking board alternating feet

Balance on each foot 2 seconds

Walk backwards on line 10'

Walk over low obstacles

Running broad jump 2'

Hop forward 4-6 times

Skip over rope one time

Throw overhead with direction

Drop kick

Walk 8' on walking board

Fine Motor

Controlled use of pencil

Trace a cross

Trace a square

Build tower 9 blocks

Cut straight line

String small beads

Use hammer

Put 10 pellets in bottle in 10 seconds

Fold paper in half

Sept.

Nov.

Jan.

Mar.

Yrs'.End

5

6

7

6

6

7

3

6

5

6

7

3

3

3

3

3

3

3

3

3

3

3

5

3

3

7

3

7

6

7

5

Mrs. S.
Teacher
Kindergarten 1983
Age group Year

B.T.
J.P.
J.T.
C.H.
J.B.
S.A.
C.N.
K.H.
E.A.
E.G.
A.D.
R.N.
T.G.
M.S.
C.D.
H.B.

Gross Motor

Walk on a line 10'
Walk on tip-toe 10'
Walk up & down stairs, no rail
Walk up stairs alternating feet
Walk down stairs alternating feet
Run with adult pattern
Jump over 2" height
Jump forward 14"-18"
Jump forward 24"-34"
Hop forward two times
Use swing & maintain balance
Climb over obstacles
Walk 4' on walking board alternating feet
Balance on each foot two seconds
Walk backwards on line 10'
Walk over low obstacles
Running broad jump 2'
Hop forward 4-6 times
Skip over rope one time
Throw overhead with direction
Drop kick
Walk 8' on walking board

Fine Motor

Controlled use of pencil
Trace a cross
Trace a square
Build a tower of nine blocks
Cut straight line
String small beads
Use hammer
Put 10 pellets in bottle in 10 seconds
Fold paper in half
Fold paper on diagonal

3 6 7 7 5 7 6 6 3 7 5 5 7 7 7 2

TRANSLATE

Once the assessment process is completed, the information is translated:

1. Basals and ceilings are established for each developmental area to determine the age range in which the child is functioning within each area.
2. "Information processing" analysis establishes by what method the child appears to be learning most effectively (through visual, auditory, or tactile/physical cues).
3. The skills which the child demonstrates a readiness to learn or master are determined (those on which he/she scored a 3,4,5, or 6 using the V.P.A.S. Scale).

This information is shared with the parents at the I.E.P. meeting. They have an opportunity to actively participate in programming decisions by choosing a given number of skills to be written into the I.E.P. as objectives.

Form #4 is a sample used to list the determined "readiness skills" from which the parents make selections.

Selected skills are written behaviorally into the I.E.P. as objectives. Additionally, special education procedures are outlined based on the child's learning mode(s) and processing capabilities (Form 5).

Developmental FunctioningsBasic senses & functions

Gross motor 124-jump over a line 138-jump up with both feet 148-run, avoiding obstacles
 150-jump from small height 157-walk on line 10 feet 159-walk up and down stairs
 without holding on 160-walk upstairs alternating feet 169-walk part way on walking
 board alternating feet 170-balance on each foot two seconds 176-throw a ball so
 it can be caught

Fine motor 119-hold crayons in fingers 120-trace a diamond 128-trace a cross
 129-trace a square 130-build tower 9 blocks 143-imitate drawing a cross 145-draw a
 man with head and one body part 147-color with direction 152-cut out a circle
 165-trace inside triangular or diamond shaped path

Language: Receptive 49-identify pictures of clothing items 50-understand functions
 of common objects 52-follow 2-3 step related commands 61-understand 5 prepositions
 64-identify parts of objects 67-understand "one-some-all" 71-follow command involving
 2 objects 76-understand interrogatives 77-understand negatives 81-understand words
 describing feelings

Language: Expressive 94-repeat 4 words 100-tell a story/share ideas 105-tell own
 sex 109-use action verbs 111-relate experiences in simple sentences 119-repeat 3
 numbers 121-identify objects by function 122-verbalization of physical needs
 125-tell a story about a picture 131-name 4 colors

Cognitive Processes & Specific Concepts

Object concept 12-understand names of objects 14-identify parts of objects 16-join
 parts to make whole 17-classify objects

Body concept 12-add missing head and leg to doll 13-name six body parts 16-refer
 to self as "I" 22-draw a partial man 23-complete girl puzzle 24-add 3 parts to
 incomplete drawing of man 27-add 7 parts to incomplete drawing of man

Color concept 6-name 5 colors 8-name 8 colors 9-grading shades of colors

UJMM
Child:

IV. SHORT-TERM INSTRUCTIONAL OBJECTIVES, I.E.P.

Measurement Procedures for Short-term Objectives

All objectives will be measured daily using the criterion established in the objective and the Vulpe Performance Analysis Scale. Daily records will be kept in the child's individual notebook.

Annual Goal: To improve in all areas of

development assessed.

Performance Analysis Scale: Child does with . . .

1. not do, inattentive
2. not do, attentive
3. physical assistance
4. social/emotional assistance
5. verbal assistance
6. sometimes does, no help
7. always does, no help

Short-term Objectives	Special Education Procedures	Date Instruction Begun	Date Objective Achieved
<u>Fine Motor:</u> 1. Upon request, B.J. will trace a cross with less than 1/8 inch deviations, 90% of trials.	Use modeling and physical assistance (use pathways and wide lines as visual cues); fade physical assistance, move to verbal assistance. Begin with horizontal and vertical lines; move to crosses.		

Form 5

UTILIZE

Determining a child's learning mode(s) and processing capabilities through the use of the V.P.A.S. establishes the most appropriate teaching techniques to begin programming. For example, if a child seems to be having difficulty processing auditory information, increases can be made in visual input, utilization of concrete manipulatives, repetition of auditory input, etc.

Use of the V.P.A.S. scale in rating learning performance also provides a consistent scale for which other disciplines (speech and language therapists, physical therapists, etc.) can make use of this information.

Additionally, the scale provides a means of evaluating program effectiveness. Regular assessment and recording of performance documents whether or not a child is learning. If not, appropriate changes are indicated.

Decisions are made at regular team planning meetings concerning how to incorporate work on I.E.P. objectives, which have been task analyzed, into the teacher's daily schedule of activities over a week's period of time (Form 6). The child's performance is recorded daily. A copy of the weekly objectives is sent to the parent so that carry over of practice can occur in the home.

December 5-9

Form 6

Daily Schedule - Spencer

Name B.J.

Date December 8

Score Performance

1. not do, unattentive
2. not do, attentive
3. physical assistance
4. social/emotional assistance
5. verbal assistance
6. sometimes does, no help
7. always does, no help

Recorder	Score	Time
P.P.	5	8:00
	3	9:00
	7	9:15
	6	10:00
	5	10:30
A.S.	7	10:40
	3	11:15
	7	12:00
	7	1:00
	3	2:15
	7	2:50

Arrival:

Trace along a vertical and horizontal line (1/4 inch wide)

Circle 1108.

name one color she's wearing when cued

Small groups:

1. identify "sad peer" in game

2. paint rectangle in strokes of one direction

Clean up & Juice:

follow 3-step related command

Outdoor play:

balance on one foot 2 seconds with

Lunch: Peer holding hand

respond "I want milk" when cued

Math/Large group:

take 3 members from a set of objects

Naps:

ask peer to help tie shoes

Snacks:

name peer sitting to "right" at table

Dismissal:

name peer standing "behind" her in line

Suggested Behavior Management Techniques-

Specific Behavior to note, time and/or count frequency-

Sounds, words, sentences (note if pronunciation is correct)-

Notes, Observations, Comments-

B.J. needed a prompt to protest when a peer took her crayon

From: Viripa', S.G. Vulpe' Assessment Battery. N.I.H.R. 4700
Keele Street Toronto, Ontario, Canada.

Finally, the week's data is compiled and analyzed at the following planning meeting and appropriate modifications or advancements are indicated for the next week's objectives (Form 7).

This system of working on I.E.P. objectives with regular planning and evaluation continues through out the programming year. At year's end, the child is re-assessed with the complete assessment battery to determine overall programming effectiveness.

One final note on the utilization of the V.P.A.S.: This system is one that can be used with great versatility. Not only can it be used among many disciplines, it can also be used with ANY assessment battery. Even if strict administration procedures of a given test require adherence to it's own scoring scale, "double scoring" a child's performance with the V.P.A.S. scale can be done with a minimal of effort. The additional and functional information to be gained will certainly compensate for the effort.

Child's Name: B.J.

Date: Dec. 5-9

20